DOCUMENT RESUME

ED 225 801 RC 013 852

| | |
|---|---|
| AUTHOR | Krall, Patricia A. |
| TITLE | "Together"--A Leader/Agent Workbook for 4-H Programming To Include Youth With Disabilities. |
| INSTITUTION | Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C. |
| SPONS AGENCY | Kellogg Foundation, Battle Creek, Mich. |
| PUB DATE | 82 |
| NOTE | 56p. |
| AVAILABLE FROM | National 4-H Council, 7100 Connecticut Ave, Chevy Chase, MD 20815 ($1.25). |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Disabilities; *Extension Agents; Hearing Impairments; *Leaders; Leaders Guides; Mental Retardation; Parent Participation; Visual Impairments; Volunteers; Workbooks |
| IDENTIFIERS | *4 H Programs |

ABSTRACT

"Together" 4-H programming involves both youth who have disabilities and those who do not. This workbook cna help an individual begin "together" 4-H programming or expand existing programs. The workbook has been prepared to provide professional and volunteer staff with: (1) a working notebook on 4-H programming with handicapped youth that can be used alone or in conjunction with the Pennsylvania leader's guide, "Let's Look at 4-H and Handicapped Youth"; (2) programming ideas for various handicapping conditions, examples of 4-H programs involving handicapped youth, project ideas, and staff and leader training suggestions; (3) a starting point and ideas for expansion of existing programs involving disabled and non-disabled youth together in 4-H; and (4) references to additional resources. Information in the workbook can be used at local, county, state, and national levels. Some sections will be of more value to volunteer leaders and other sections to professional staff. (AH)

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# 'TOGETHER'

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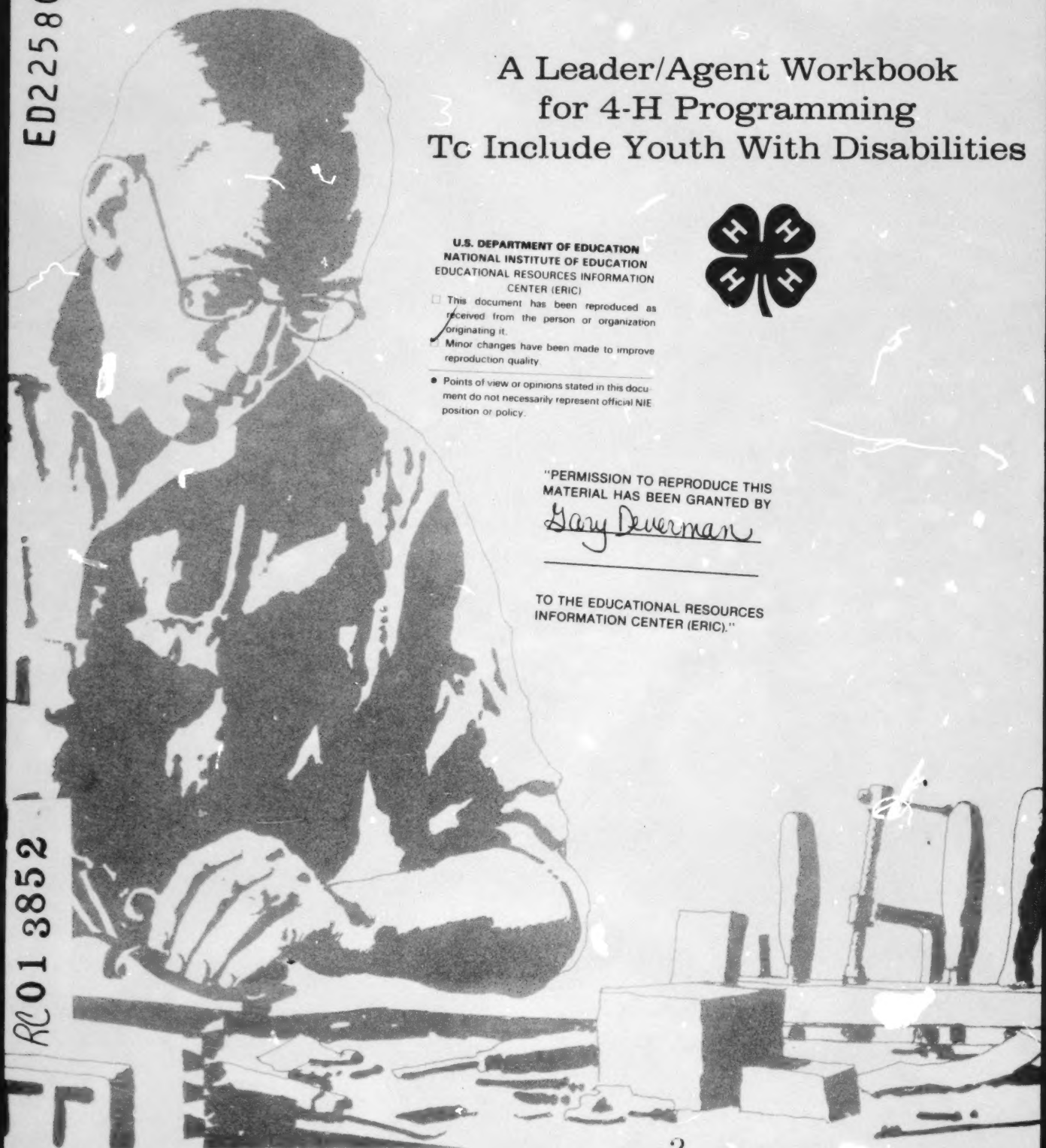
## A Leader/Agent Workbook for 4-H Programming To Include Youth With Disabilities



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# "T O G E T H E R"

A Leader/Agent Workbook for

4-H Programming to Include Youth with Disabilities

Patricia A. Krall

National 4-H Intern

ACKNOWLEDGEMENTS

This National 4-H Intern Project was completed in 1978 by Patricia A. Krall, under the Nationwide 4-H Staff Development and Training Program, sponsored cooperatively by National 4-H Council and the 4-H program unit, Extension Service, U.S. Department of Agriculture. Pat was then an Extension 4-H Agent in Pennsylvania. She designed this publication to encourage and assist staff in working with handicapped youth.

The intern expresses appreciation to the many people who gave information and counsel - especially to Dr. Charles Freeman, program leader, Health and Education, National 4-H Council and Dr. Hope Daugherty, program leader, 4-H - Youth, Extension Service, U.S. Department of Agriculture, advisors during the project; and to Dr. Marcia Beppler, then acting state 4-H leader, Pennsylvania, who served as special consultant.

Special thanks are extended to the W.K. Kellogg Foundation for financial support.

This guide is printed and distributed by National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, Maryland, 20815. Printed in 1982.

National 4-H Council is a not-for-profit educational organization that utilizes private resources to help expand and strengthen the 4-H program. 4-H is the youth education program of the Cooperative Extension Service of the State Land-Grant Universities and the U.S. Department of Agriculture.

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## A 4-H LEADER'S COMMANDMENTS

Suggested for all 4-H leaders working with youth,
disabled and able-bodied

Thou shalt give assistance only when needed.

Thou shalt be sure that the child finishes the job or task which he starts.

Thou shalt include recreation in the club program.

Thou shalt praise all success, no matter how small.

Thou shalt accept each child as he is.

Thou shalt teach in an atmosphere of love.

Thou shalt treat each child as an individual of self worth.

Thou shalt emphasize likenesses, not differences, among 4-H youth.

Thou shalt be consistent in discipline.

Thou shalt give constant encouragement.

Thou shalt say "I'm proud of you" at every opportunity.

Thou shalt be frustrated at time, BUT...

THOU SHALT HAVE FUN!

TABLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION | |
| Why 4-H? | 1 |
| Encouragement by Cooperative Extension Service | 1 |
| Objectives of this Workbook | 2 |
| How to use this Workbook | 2 |
| AWARENESS: First Step Toward Programming Together | |
| Be Aware of Words | 3 |
| Be Aware of Disabled Youth | 4 |
| Be Aware of Myths | 5 |
| Be Aware of Involvement | 7 |
| Awareness Activities | 9 |
| INVOLVEMENT: Together We Can Make It Happen | |
| How 4-H Groups Can Become Involved | 12 |
| How to Bring Together Disabled and Non-Disabled Youth in 4-H Groups | 14 |
| How to Involve Youth Who Live in Institutions | 15 |
| IT TAKES TEAMWORK | |
| Some Resources | 18 |
| Try an Idea Exchange | 18 |
| Recruiting Leaders and Youth with Disabilities | 19 |
| Parents, Youth and Leaders Working Together | 19 |
| TRAINING TO PROGRAM TOGETHER | |
| Content of Training | 21 |
| Format of Training | 23 |
| Resources | 24 |
| PROJECT TOGETHER: Things to Know About 4-H and Disabled Youth | |
| Visually Impaired Youth | 25 |
| Guide a Blind Person | |
| Visually Impaired Youth in a 4-H Group | |
| Sewing | |
| Woodworking | |
| Cooking | |
| Hearing Impaired Youth | 29 |
| Communicating | |
| Hearing Impaired Youth in 4-H | |
| Mentally Retarded Youth | 30 |
| Sewing | |
| Stitching | |
| Foods | |
| Crafts | |
| Physically Disabled Youth | 32 |
| Food | |

HAPPENINGS TOGETHER: Existing 4-H Programs
California, Colorado ..... 33
Georgia, Indiana ..... 33
Iowa, Louisiana, Maryland ..... 34
Michigan ..... 34
Minnesota, Nevada ..... 35
Ohio, Pennsylvania ..... 35
Texas, Utah, Vermont ..... 36
Virginia, Washington, Wisconsin ..... 36

HELP FROM ALMOST EVERYWHERE
Of General Interest ..... 38
Visually Impaired Youth ..... 44
Hearing Impaired Youth ..... 45
Mentally Retarded Youth ..... 46
Physically Disabled Youth ..... 47

## INTRODUCTION

Welcome to "together" 4-H programming! This 4-H programming involves both youth who have disabilities and those who do not. It is challenging, rewarding and fun, but it is not a new idea. 4-H is programming "together" in many places throughout the country. Is it doing so in your county? Your club? This workbook can help you begin "together" 4-H programming or it can help you expand existing programs.

### Why 4-H?

4-H can provide a child who has a disability with opportunities

- -- to become a self-directing, productive and contributing member of society
- -- to interact with non-handicapped youth in an informal setting and to share learning experiences which contribute to personal and social development
- -- to prepare for the world of work through real-life work experiences, skill development and career education
- -- to experience success, raise his/her level of aspirations and contribute to a feeling of self-worth
- -- to fulfill a need of belonging to a group of one's peers.

Involvement in 4-H of youth who have disabilities can reflect favorably on the 4-H program and provide these benefits

- -- opportunity for 4-H to become an organization free of attitudinal and architectural barriers
- -- examples of successful mainstreaming by including handicapped youth in all local, county, state and national 4-H activities
- -- expansion of 4-H programming with handicapped youth, give youth and adults new perspectives and challenges, changes in handicapping attitudes, increased awareness of the abilities of all youth and the satisfaction of assisting in the personal development of young people
- -- increase cooperative programming with agencies, foundations, parent groups, organizations and schools
- -- increase 4-H program visibility through agencies and organizations serving handicapped persons
- -- compliance with federal legislation which states that all organizations receiving federal monies must provide the benefits of their programs to all persons regardless of handicap.

### Encouragement by Cooperative Extension Service

4-H has long been involved in programming with handicapped youth. Now it is making major efforts to prepare professional and volunteer staff to understand and meet the needs of this audience. A major step was taken in June 1978, when the Extension Committee on Organization and Policy (ECOP) approved the resolution of its 4-H Sub-Committee.

> The 4-H Sub-Committee commends National 4-H Council for efforts in assisting the Cooperative Extension Service in programming to more adequately serve the needs of handicapped youth and adults. The Sub-Committee encourages National 4-H Council to continue such efforts and to specifically seek financial

resources for pilot efforts, exploratory programming and/or for educational and training materials that will assist Extension Programs in relating effectively to the needs of handicapped clientele.

Objectives of this Workbook

This workbook has been prepared to provide professional and volunteer staff with:

1. A working notebook on 4-H programming with handicapped youth that can be used alone or in conjunction with the Pennsylvania Leader's Guide--Let's Look at 4-H and Handicapped Youth.

2. Programming ideas for various handicapping conditions, examples of 4-H programs involving handicapped youth, project ideas and staff and leader training suggestions.

3. A starting point and ideas for expansion of existing programs involving disabled and non-disabled youth together in 4-H.

4. References to additional resources.

How to use this Workbook

The information in this workbook can be used at local, county, state and national levels. Some sections will be of more value to volunteer leaders and other sections to professional staff.

Begin to use this workbook IMMEDIATELY! It will give you ideas on how to get started as well as ways to expand existing programs.

The workbook will be most useful if placed in a loose-leaf notebook and used as a starting point for your programming ideas. Each section can stand by itself. You can duplicate sections as handouts. In addition, ideas that you uncover from other sources can be added easily to this working notebook. If the new information doesn't apply to the existing sections, create additional sections for yourself.

AWARENESS: First Step Toward Programming Together

Be Aware of Words

Words make a difference. No one likes to be labeled or stereotyped, because that tends to deny a person's individuality. Persons with disabilities frequently dislike being referred to as "the handicapped." This term, though often heard, is an impersonal label which acknowledges only a condition with no reference to the person.

Persons with disabilities usually prefer the terms "disabled person," "person with a disability," "handicapped person," or "handicapper," a relatively new word that is used in certian parts of the country. It is preferable to use terms that are acceptable to persons with disabilities living in your area.

Sometimes a distinction is made between an impairment, a disability and a handicap. According to this wording, an impairment is a missing or poorly functioning body part, such as paralysis after polio or nearsightedness. A disability is difficulty in seeing, hearing, writing, talking, conceptualizing or other functions within the range considered normal for human beings. A handicap is the inability to do what usually is expected of a person at a certain age because of a disability, frequently compounded by barriers. In other words, a disability alone might not handicap an individual if the physical and social environment is such that he or she can function fully. Some persons use the terms "disability" and "handicap" synonymously.

A barrier is an object or attitude that separates or serves as an obstacle to disabled persons. There are architectural barriers such as steps for the person who needs a ramp, or ramps for the person who needs steps; transportation barriers such as buses with entrances too high to board and attitudinal barriers such as prejudice or pity. Educational barriers include unbrailled texts and lectures with no sign language interpreter.

Barrier free design refers to buildings and transportation systems in which all persons, whether disabled or not, can move freely and independently.

The International Symbol of Access designates barrier-free buildings, parking and other facilities.

Section 504 is part of Title V of the Rehabilitation Act passed by Congress in 1973 (Public Law 93-112) and amended in 1978. Section 504 states: "No otherwise qualified handicapped individual in the United States ...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance." The regulation requires that programs be accessible to handicapped persons. It does not demand that every building or part of a building be accessible. Structural changes to make the program accessible are required only if alternatives, such as relocation of classes, are not possible. Because the 4-H program does receive federal assistance, this regulation applies to 4-H programming at all levels.

P.L. 94-142, the Education for All Handicapped Children Act, was passed by Congress in 1975 and went into effect in 1978. Under this act, each state must locate all disabled persons aged 6-17 and provide for their education at public expense. The act also says that parents of disabled children and their public school district should work together in the interest of the child's education, happiness, physical and emotional well-being.

A major provision of P.L. 94-142 is that an Individual Education Program (IEP) must be developed by the school district with the advice and consent of the parent and the disabled student. The IEP, given in writing to the parents, must include: A statement of learning goals to be reached; a list of special aids that will be provided, such as braille books or a high desk; a schedule to review the child's progress and revise the program with the parents' consent; and an explanation of the parents' rights of due process under the law, including the right to written notice from the school of major changes proposed in the child's program activities or location. In some instances, 4-H participation is included as part of a child's IEP.

The law calls for education in the least restrictive environment, that is, in a setting as close to that of non-disabled children as practical while meeting the child's special needs. For example, the child should not be placed in a special institution if he can function and learn as well in a regular classroom with some assistance.

In actual practice, the term mainstreaming means the same thing--placing persons with disabilities in the mainstream of community life and in programs with the fewest possible restrictions to meet individual needs.

## Be Aware of Disabled Youth

There are nearly as many handicapped youth in the United States as their are 4-H participants. According to the U.S. Department of Education, 4,185,076 youth from 3 to 21 years of age have been identified as disabled. The following chart identifies the number of youth and their specific disability.

| Disability | Number of Persons |
|---|---|
| Learning disabled | 1,455,135 |
| Speech impaired | 1,177,792 |
| Mentally retarded | 849,890 |
| Emotionally disturbed | 351,460 |
| Multi-handicapped | 71,688 |
| Orthopedically impaired | 60,695 |
| Other health impaired | 99,246 |
| Deaf | 41,372 |
| Hard of hearing | 41,212 |
| Visually handicapped | 33,631 |
| Deaf-blind | 2,955 |

Each county must identify and locate the handicapped youth in its area. Sources of this information are: County Government, County School System, State Board of Education. To involve handicapped youth in 4-H, Extension agents must know who and where these youth are.

## Be Aware of Myths

Among the attitudinal barriers facing persons who have disabilities are some persistent beliefs that are nothing but myths. Learn to spot them and stop them!

### Myths about persons with disabilities

"The disabled are sad."

Disabled people are not sadder than other persons. They may at times get angry for having to put up with their limitations, but they do learn to live with themselves as others do. People with disabilities experience the usual emotions -- joy, anger, friendship, happiness and more.

"Disabled people like to be with their own kind."

In the past, disabled people have been forced into segregation. They enjoy friendships with a wide variety of people just like other persons.

"The disabled have hearts of gold."

Each person is different. The stereotype that all disabled people are innocent, good-natured people denies their individuality.

"The child who has a disability requires more patience."

Everyone needs patience at one time or another. View disabled persons as individuals and allow them to demonstrate their independence.

"Disabled children need more love than other children."

Everyone needs love. Disabled children do not need more love; they need more respect and less rejection than they frequently receive.

"The person with a disability doesn't have much to look forward to in life."

Everyone has personal hopes and career aspirations. Don't take them away from the disabled child.

"Disabled adults are children."

People do have different abilities in learning and in expressing themselves. But adults should be respected as adults, whether disabled or not.

"The disabled adult is dangerous."

This myth has been kept alive through newspaper accounts and characters in literature and films. There is no evidence to support the myth that disabled, especially mentally retarded adults, are more dangerous than other people.

"Disabled children are sick."

Some are, some are not. Disability does not necessarily denote illness.

Myths about 4-H and youth with disabilities

"4-H isn't equipped to meet the needs of handicapped youth."

4-H has manpower, organizational structures and materials to serve handicapped youth. 4-H leaders need to learn how well equipped they are!

"4-H staff members don't have time to program with handicapped youth."

By managing programs well, 4-H staff can recruit members and leaders and provide necessary training. Handicapped youth can be included as target audience for member recruitment. Other agencies and organizations that serve handicapped youth can be contacted for potential volunteer leaders and for leader training.

"Present 4-H materials cannot be used with handicapped youth."

Disabled youth can use existing subject matter information. There may be a need for larger print, more pictures and diagrams, more color and fewer words on a page. These would help many youth--urban, disabled, 8 to 10 year olds and those who do not read well. We need new materials for 4-H youth, including materials for the handicapped.

"Disabled youth need special consideration at the fair."

Disabled youth need to be part of the total 4-H program. They do not need special classes at the fair. Handicapped youth need to have their project work judged on its merits, not on the exhibitor's disabling condition.

"4-H is not reaching youth who have disabilities."

4-H is reaching handicapped youth throughout the country. Until recently, there have been few efforts to find out and publicize what is happening. Programming with handicapped youth is becoming a more visible part of 4-H.

"Some 4-H clubs don't have the opportunity to be involved with handicapped youth."

Every club and individual can be involved. Even if there are no youth with disabilities in a club, that club can learn about disabilities, barriers and positive attitudes.

Be prepared to confront and stop myths about handicapped persons and about 4-H as you help develop attitudes toward people with disabilities and make 4-H responsive to the needs of all youth.

## Be Aware of 4-H Involvement

One way to confront myths about 4-H and disabled youth is to learn what is actually happening. Many counties throughout the United States are involved in 4-H programming with handicapped youth. Knowledge of the extent and type of their involvement, what youth are served and 4-H projects that are used, would be useful.

To find answers, a questionnaire was sent to county Extension personnel in four to six counties in each of the following states: Colorado, Georgia, Indiana, Iowa, Maryland, Michigan, Ohio, Pennsylvania, Texas and Washington. The selected counties either had programs involving handicappers or had expressed interest in establishing programs. Twenty-eight questionnaires were returned. Here are some of the questions and answers from the survey:

A. How are handicapped youth involved in 4-H in your county? (Please indicate the approximate number of handicapped participants.)

| | Number of 4-H handicappers | Percent |
|---|---|---|
| Handicapped youth alone in school or institution 4-H group | 1,099 | 63% |
| Handicapped with non-handicapped youth in same 4-H club | 231 | 13% |
| Handicapped youth alone in 4-H club | 136 | 8% |
| Handicapped with non-handicapped in same 4-H school group | 112 | 6% |
| Other (e.g., career program, special interest club, etc.) | 175 | 10% |
| Total | 1,753 | 100% |

B. What ages are served?

Of the handicapped persons involved, 81% are between 8 and 19 years of age, 4% are under 8 years of age, 11% are 20 to 34 years of age and 4% are 35 years or older.

C. What are the handicaps of youth involved in 4-H in your county?

The answers here are approximate. Several respondents did not give the number of youth, but checked the handicap of the youth their county served.

| | Number of 4-H'ers | Percent |
|---|---|---|
| Mentally retarded | 536 | 47% |
| Deaf | 309 | 28% |
| Physically disabled (crippling diseases, birth defects, accidents, etc.) | 189 | 17% |
| Emotionally disturbed | 64 | 6% |
| Blind | 20 | 2% |

D. How many volunteer leaders in your county are working with handicapped youth?

Adult leaders 173 Teen leaders 77.

E. How many volunteer leaders in your county are handicapped?

Adult leaders 21 Teen Leaders 7.

F. What projects are used?

| | Number of counties involving handicappers by project area |
|---|---|
| Foods and Nutrition | 23 |
| Arts and Crafts | 17 |
| Gardening | 12 |
| Woodworking | 12 |
| Conservation and Nature | 10 |
| Clothing | 10 |
| Good Grooming | 10 |
| Health and Physical Fitness | 7 |
| Home Management and Environment | 6 |
| Pets | 5 |
| Safety | 5 |
| Horse and Pony | 4 |
| Embryology | 3 |
| Careers | 2 |
| Bicycle | 2 |

Other projects and activities mentioned: Music, Swine, Beef, Rabbits, Mulligan Stew, Child Care, Bowling, Dairy Adventure.

From the questionnaire results, it is clear that 4-H is involved in programming with handicapped youth in various settings, using numerous projects and serving youth with various handicapping conditions. Some programs across the country are described later in this workbook. The challenge to 4-H is to program with handicapped youth in every county of the United States.

## Awareness Activities

One way to encourage full acceptance of people with disabilities is through activities. With a little planning these easily can become a part of your 4-H meetings. As 4-H'ers develop positive attitudes, they probably will want to include children with disabilities in their 4-H group.

If you plan to do awareness activities on all types of disabilities, start with those that are easist to understand. With this concept in mind, your sequencing probably should be: visual impairment, hearing impairment, physical disability and mental retardation.

### General awareness of disabilities

1. This activity will work best with adult and teen leaders, but you may wish to try it with members. Divide into groups of four to six people. Ask each person to sit quietly and think a few minutes about their first memory of feeling different from other people. Then groups should discuss their feelings. Did they enjoy feeling different? Now have each person think several minutes quietly about their first memory of a disabled person. Groups then discuss what they are thinking. Do they think of disabled persons as being different? How do they think disabled persons feel when others think of them as being different?

2. Invite a disabled person who is willing to share his feelings and thoughts to speak at one of your meetings. Allow time for questions and answers. Help the 4-H'ers develop some questions in advance and review with them how to ask meaningful questions.

### Visual impairment

1. Divide 4-H'ers into teams of two. One member will be blindfolded while the other serves as the sighted guide. The blindfolded member takes the arm of the sighted guide at the elbow and walks slightly behind the guide. The guide explains where they are, what's coming up and may give directions. The guide should help with words, but not do everything for the blindfolded member. Give the guide an index card with instructions, such as: walk around the room, the building or out-of-doors to a specific location, to the bathroom to wash one's hands, sit down at a table, pour a glass of juice, eat a cupcake with a fork and then clean up. After the blindfolded member has completed these tasks, switch roles. After the second member has been blindfolded and has carried out these activities, discuss the experience. How did it feel? What did you want the guide to do for you? Did he help you too much? Too little? What parts of the walk were most difficult? Could you have accomplished these tasks without the guide's help?

2. In a paper or cloth bag, place three or four articles such as coins, bills, canned food. Have members reach inside the bag and identify items without seeing them. Discuss how difficult it can be to identify items by touch. Discuss how a visually impaired person would identify coins, bills and other objects.

Hearing impairment

1. Have members try to communicate messages and thoughts to one another without talking or writing. Some possible messages may include: Favorite 4-H project. Time to start the meeting. Do you want a drink? It's raining. Time for refreshments. Discuss what it is like to communicate without talking.

2. Ask members to divide into groups of four or five and to explain to each other what their schedule is for tomorrow. They may communicate in any way, but without speaking or writing. Give each person three minutes to do this. Then discuss what silent talking was like.

3. Show a short film without sound. Discuss the contents and what they missed by not having the sound.

4. Have a deaf person and interpreter talk with the group about the experience of being deaf. Ask them to demonstrate sign language and finger spelling.

5. Move several 4-H'ers to another part of the room. Then give the group nearest you some instruction or read a story or conduct your business meeting - all in a whisper. Then ask the away group to tell how they felt being unable to hear what was said. How would a deaf person feel at a meeting where no one knew sign language?

Physical impairment

1. To create an awareness of poor hand control, tape fingers of the non-dominant hand together, leaving only the thumb free. Using only that hand, eat raisins, peanuts or pudding. Or tape both hands and try to tie your shoes or prepare a 4-H foods project. What was it like? With practice, could you do these things?

2. To become aware of mobility problems, tie a ruler between the ankles and have the people walk around and participate in the meeting. Or have some members use crutches or a wheelchair throughout the meeting. Then discuss what it was like. Were there any barriers? Could they participate in all of the activities?

3. Some people lack motor control. Have members put several pairs of heavy socks on their hands and do some of these tasks: Button shirt, put puzzle together, use scissors, tie shoes. Discuss the feelings you would have if someone were to laugh or imitate your movements.

Mental retardation

Explain to your members that some retarded children find it confusing to follow even simple directions if there is too much information given at one time. To demonstrate this feeling of confusion, read rapidly and only once, a list of fifteen simple directions for the members to perform. Then ask everyone to do all fifteen things in order. Directions may include: Stand up, turn around, touch your nose, spell your name, touch your toes and the

like. Discuss how it felt trying to remember everything. How could it have been made easier? How can you talk to a retarded child without confusing him?

"Dealing with Conflicts"

This final activity should help members deal with all types of people and to respect their feelings. Have the club members identify names they have been called which hurt their feelings. Discuss how epithets (names called) often refer to an aspect of a person's identity in a negative way. An epithet could deal with a person's race, religion, national origin, physical appearance or sex. After the members have identified names that hurt or made them feel angry, discuss why they felt this way. Why didn't they like it? Follow this activity with a positive name calling session. Have each member select a positive name to be called and share this name with the group, i.e., beautiful, blue eyes, strong. Then have members decide on positive names to call each other provided that person agrees to being called by that positive name!

INVOLVEMENT: Together We Can Make It Happen

How 4-H Groups Can Become Involved!

Here are a few of the many ways a youth group might help increase acceptance and participation of persons who have disabilities. Check those you would like to try, and add your own ideas.

_____ Invite youth who have disabilities to join your 4-H group.

_____ Ask adults with disabilities to serve as 4-H leaders.

_____ Include a disabled person on your County 4-H Advisory Committee.

_____ Sponsor an idea exchange among disabled and non-disabled persons and other youth groups and agencies. Discuss ways to involve disabled persons in community activities.

_____ Meet with a legislator and learn about public policy affecting people with disabilities.

_____ Teach awareness activities to 4-H, school and community groups.

_____ Plan exhibits at fairs, schools and shopping malls to create community awareness and dispel myths.

_____ Speak about 4-H opportunities to parent groups of handicapped children.

_____ Contact local organizations that are made up of disabled citizens or provide services to them. Get ideas on what you can do.

_____ Relate various disabilities to 4-H projects. Assign a disability to each member and then do the meeting's project work. Discuss adaptions, it any, that might be helpful in order to complete the project work.

_____ Ask club members to write down the career of their choice. Then assign each member a disability. Would the disability prevent them from pursuing this career? What, if any, adaptions would be necessary?

_____ If there is a program in your area, raise a puppy to be trained as a guide dog.

_____ Volunteer to record materials for the blind. For information contact your library or: National Library Services for the Blind and Physically Handicapped.

_____ Learn a song using sign language and teach it to your 4-H group.

_____ Learn the 4-H pledge in sign language.

_____ Learn about aids and appliances that assist persons with disabilities.

_____ Discuss with handicapped spokepersons or advocates, problems that architectural, transportation and attitudinal barriers create.

_____ Visit facilities for handicappers and learn why handicappers are rarely seen at other places in the community.

_____ Survey the architectural barriers in your school or community. Petition officials for the removal of barriers.

_____ Learn the requirements for valid display of the International Access Symbol at buildings or parking spaces. Then check buildings in your community that display the Access Symbol to determine if they are in compliance with the access requirements. Encourage accessibility and use of the symbol where appropriate.

_____ Learn about accidents and injuries that can disable; then visit a rehabilitation center.

_____ Get materials from the March of Dimes or Easter Seal Society and conduct a program on prevention of birth defects.

_____ Conduct Home Safety Roundups to help prevent crippling accidents. Check resources available from National Easter Seal Society and National Safety Council.

_____ Conduct Fire Safety Campaign. Include fire safety for handicapped persons.

_____ When you see a TV show portraying disabled people like everyone else, write and thank the station's director and the show's producer.

_____ Provide social activities and recreation for handicapped persons in a special school or institution.

_____ Organize a Handicapper Awareness Day in your community. Have disabled and non-disabled speakers, printed materials, films and displays.

_____ Develop a babysitting course that prepares teens to babysit for a child with a disability. Cooperate with another agency to do the training. 4-H'ers could then offer their services as babysitters to parents of children with disabilities.

_____ Assist with Special Olympics.

_____ With the help of your county Extension agent, begin an Idea Swap Shop with leaders and teens in other clubs and other states. Discuss project ideas and other ways to involve disabled persons in 4-H.

_____ Keep media informed of your activities involving people with disabilities.

_____ Other ideas! _____

_____ _____

_____ _____

_____ _____

## How to Bring Together Disabled and Non-Disabled Youth in 4-H Groups

When a child with a disability becomes interested in joining your club, you have the opportunity of helping him learn life skills and to develop leadership potential just as you would help any other youth. You also will have the opportunity to create awareness and acceptance of this child among other 4-H members. The simple act of accepting a new member can open up a whole new world of understanding. Here are suggested steps for bringing together disabled and non-disabled youth in the same club.

1. Accepting a child with a disability as a new member is not much different from accepting any new member. First, discuss with the prospective new member and his parents what 4-H is all about. Discuss your club's operation, project responsibilities, what is expected from members (attendance, dues, project completion, etc.) and parents' responsibilties. Answer any questions the child or parents have. When meeting the family, take the opportunity to learn the child's capabilities and limitations. Learn what works best for that child in the way of communication, mobility and work habits. Now that you and the new family know one another, it's time for the family to meet the rest of the club.

2. If your club has done some of the awareness activities, you're well on your way! If your club hasn't, start today. Discuss with your members, the fact that a new member will join the club soon. Tell about the child's abilities first, then explain his limitations. The important point is that a disabled child is a person; he is much more than a disability. Understand that the child is often capable of functioning very well by himself. Depending on the disabling condition of the child, you may wish to do some study as a club. For example, if the child is deaf, learn a few signs. If the child is blind, learn what to do when you meet a blind person and how to be a sighted guide. If the child is physically disabled, learn about the child's disability. Create among your club members an atmosphere of acceptance. Slay those myths!

3. Acceptance by peers is crucial to the successful involvement of disabled and non-disabled youth in the same 4-H club. As the leader, you serve as an important role model. If you welcome and accept the new member easily, 4-H'ers probably will follow suit. Identify those club members who are recognized as leaders by their peers and be sure that they become acquainted with and accept the new member. If the peer leaders in the group welcome and accept any new person easily, others will follow their example.

4. Now that the child is ready to join 4-H and members are ready to accept the newcomer, get together! Make any necessary changes in room arrangements before the new child arrives. Discuss the reasons for these changes with the other members. Introduce the disabled child as you would any other 4-H'er. Encourage the child to answer questions the others ask concerning his interests and his disability.

5. Once initial acceptance is achieved, don't lose it! If there is any name calling or teasing, stop it immediately! This type of behavior only gets worse if not stopped at once.

6. Don't grant a child special privileges because of a disabling condition. This principle may be easy to remember but hard to practice. If the rule is not to throw the ball in the meeting room, that rule applies to the disabled child as well. You will do the child no favor by granting special privileges. It will only lead to further testing of limits and misunderstanding among all club members.

7. Involve the disabled child in all aspects of your club. He needs his turn in being responsible for providing refreshments, cleaning up the meeting room, leading a song or game, or leading the club in the 4-H pledge. If demonstrations are a requirement in your club, don't bend. Help him as you would any other child. Prepare him well for his first demonstration so that it is a success.

8. Involve the disabled child in leadership roles. Encourage situations where he can help a non-disabled child with project work. Make adaptations that may be necessary for the disabled child to hold any of the club offices, including president, secretary and others.

9. Try new games that stress cooperation rather than competition. A good source of games that encourage all participants, rather than including only the most athletic, is the New Games Book.

10. Probably the most difficult situation you will face as the leader of a club that includes a disabled child is "What do I do at roundup or fair time?" As with any child, you would try to steer him away from undertaking an impossible project. Discuss judging with your county agent beforehand, not the day of the fair. Special judging or any special classes are not the best solution. You've worked to include the disabled child in all of your other club activities. Don't exclude him or put him in special classes at the fair. Everyone needs to have an honest appraisal of his work. In the real world, the disabled person is judged with others, so make 4-H a real world situation.

## How to Involve Youth Who Live in Institutions

Involving disabled youth in 4-H at a residential school or institution, presents some different challenges than involvement in 4-H clubs with non-disabled youth.

In working with residential schools and institutions, your first step is to contact the director, principal or other person in charge. Be prepared to tell him/her what 4-H has to offer youth. Here are potential questions and some possible answers:

1. "What will the youth gain from a 4-H experience?"

   Your answer could include any of these benefits: They will learn functional living skills, leisure skills, possible job skills. They also will have social interaction with peers, 4-H teen and adult volunteers, enjoy recreation, develop leadership skills and experience success and develop pride in their work.

2. "How often will the club meet?"

   Answers to this could be: Once a week (preferred if it is workable with the volunteers); once a month (not often enough for continuity) or twice a month (possibly a good compromise).

3. "How many youth can join?"

The abilities of the youth and the number of volunteers will determine this answer. A one to one ratio may be necessary and probably most rewarding. One volunteer for two youth can be workable. One volunteer to three or more youth probably will be frustrating.

4. "What must the school provide?"

The school should provide: A regular meeting place (a room that can be known as "The 4-H Place"), the youth and cooperation. This means that the meeting room is unlocked at the designated time and that the 4-H'ers are reminded of and brought to the meeting. The above are essential. Don't plan a program until these requests are met. Items that are nice but not necessary are: Use of materials (scissors, glue and paper), access to a kitchen, financial assistance, help of the school's staff at meetings, field trip privileges and transportation.

5. "Who will provide finances?"

Again, don't undertake an institutional club without having a financial source to cover the project expenses, no matter how small the amount. Possible sources of financial help are the institution, a parents' organization, service clubs, businesses, college clubs (campus 4-H clubs, sororities, fraternities, professional clubs), church groups, homemakers groups, local 4-H clubs, county 4-H program, county 4-H teen group, individuals or a fund-raising activity.

6. "What kinds of activities will you offer?"

Mention possible 4-H projects, club recreational activities, participation in other county activities (fair, camp, etc.), field trips and achievement programs for the youth and parents.

7. "How long will the program continue?"

Be positive and say: "As long as this school serves handicapped youth." Then be practical and suggest trying the program on a trial basis for about six months. That's long enough to prove success and identify any changes needed for the program's continuation. That also is enough time to identify the dedicated adult and teen volunteers. During the six months, be sure that you maintain contact with key people of the school. Suggest an evaluation of the program at the end of the six months. If the program continues, don't lose the contact you have developed with the director, principal and other decision-makers.

8. "What can 4-H add to the learning experiences provided by the institution?"

This is an important question, so have a good answer! 4-H activities can reinforce learning experiences provided by the school. For example, math skills are practiced through projects such as cooking, sewing and woodworking. Reading and writing skills are expanded in all 4-H projects. Good grooming and manners can be reinforced through the examples set by 4-H leaders. 4-H can prove youth with significant contacts with others--persons from the community they can care about, learn from and relate to. 4-H programs also may help get youth out into the community on field trips and thus help them see more of what is beyond the school walls.

There are a few more items to consider before organizing a club at an institution. First, remember the ultimate goal is to involve disabled and non-disabled youth in "together" programming. Even in institutions, there are ways to achieve this goal. Hold joint project meetings, a special program, a recreation night, a party or other event that will bring young people together. Organize a kitchen band, "Gong Show," a rhythm band, help select a play or educational program that disabled youth can present to other 4-H clubs and community service clubs. Provide youth the opportunity to serve others. Teach them the 4-H pledge. Take field trips. Take overnight trips or hold campouts if possible.

Participate in the county fair. If the youth choose to compete at the fair, let them compete on an equal basis with other 4-H'ers. Do not create special classes or give the projects special consideration when judging. However, if you feel strongly that these youth should not compete with other 4-H'ers, then have the project items judged at an event held just for your club members, separate from the county fair or county roundup. Discuss these and other possibilities with the 4-H staff in the county.

In business meetings, the president's responsibilities may include: getting everyone's attention, leading the 4-H pledge or selecting someone to lead it. The vice-president can fill in when the president is absent, introduce new members or guests and select members to help with clean-up duties. The secretary can be responsible for keeping attendance. Don't try to hold business meetings immediately upon starting the club. Give youth time to become familiar with 4-H, the leaders and select a club name. Business meetings should be kept simple.

Find dedicated volunteers. There must be an organizational leader and leaders for projects and activities. Don't rely solely on current teen and adult leaders, recruit others. Ask parents, service clubs, retired persons, college clubs, agencies and high school guidance officers for leads in finding youth interested in health and special education careers and adults willing to serve.

Plan your program well. Decide on projects, activities and who is to take on various responsibilities. Outline a six-month plan but be flexible. If a program you have planned does not work, change it. This type of program must be organized. Adult and teen volunteer staff and county staff should meet to plan the program. Then, if possible, meet briefly after each club meeting to discuss concerns and to review plans for the next meeting. If the program continues under the leadership of a strong volunteer leader, the professional staff may not need to attend planning meetings unless they so desire.

Be sure to have fun! Enjoy the youth!

## IT TAKES TEAMWORK

### Some Resources

Find out and cultivate the valuable resources in your community. They may include:

Advocacy Groups - County Association for Retarded Citizens, United Cerebral Palsy, Muscular Dystrophy, Easter Seal Society

State and Local Agencies - county and local recreation departments, state office of education, local public, private and vocational schools, government offices on mental health and mental retardation

Social and Service Groups - Red Cross, Boy Scouts, Girl Scouts, YMCA, Lions Club, Rotary, Junior League, Kiwanis, Extension Homemakers

Parent Groups - PTA's, Parents of Special Children, parent groups of agency or advocacy organizations

Handicapped Persons

These and other resources can be located through state and county government information services, directories, the yellow pages, libraries, churches, hospitals and by word-of-mouth.

### Try an Idea Exchange

A good way to draw on these resources and to utilize them in giving direction to the 4-H program is through an Idea Exchange. Objectives may include:

1. Recognizing needs of handicapped youth in your community.
2. Identifying types of programming that will meet these needs.
3. Evaluating existing programs that 4-H can augment rather than duplicate.
4. Promoting 4-H as a service and program available to handicapped persons.
5. Sharing program successes and new programming ideas with handicapped youth.

Invited persons should represent a variety of interests and experiences: 4-H volunteer and professional staff, other youth organizations, government agencies, public and private schools, advocacy groups, parents of handicapped youth, handicapped persons, legislators, media and service groups.

The Idea Exchange may be one or more days in length. It should include enough presentations to thoroughly focus on the subject and its objectives. Much of the time can be devoted to small group discussions with time allowed for reports of major ideas back to the whole group. Keep a record of highlights for later actions.

An Idea Exchange can help your county develop a plan of action to begin programming with handicapped youth on a larger scale. The exchange may lead to the formation of a handicapper advisory committee. Or on a smaller scale, it

may lead to the inclusion of a handicapped person on your county 4-H Advisory Committee or to serve as a resource leader.

## Recruiting Leaders and Youth with Disabilities

Some Do's and Don'ts

- Do expect success from your efforts to recruit disabled youth and adults.
- Do use local resources - schools, agencies, advocacy groups, government agencies - to locate disabled persons. Remember that the most difficult part of recruiting disabled youth and adults is locating them.
- Do cooperate with and augment programs for handicapped youth that are sponsored by other organizations and agencies.
- Do publicize the fact that disabled youth can be members of existing 4-H programs. Include youth with disabilities in publicity pictures of 4-H club events, projects and activities. Use these pictures in general 4-H promotional literature.
- Do publicize handicapper and non-handicapper involvement as being "together" programming.
- Do talk to special education classes about joining 4-H.
- Do talk to parents about their child's involvement in 4-H.
- Do explain to prospective leaders, both disabled and able-bodied, their responsibilities as leaders.
- Do encourage disabled 4-H members and leaders to help recruit new members and leaders.
- Do involve disabled adult leaders in all county leader activities.
- Don't portray handicapper involvement in 4-H as something special, or say that this will be a special 4-H program.
- Don't expect prospective volunteer leaders to find the 4-H office. 4-H must find them where they are!

## Parents, Youth and Leaders Working Together

Parents play an important role in the 4-H program. After all, without them, there would be no 4-H members. Parents can:

- Serve as project or activity leaders.
- Host a 4-H club meeting in their home.
- Provide meeting refreshments.
- Serve as resource persons in teaching others about their child's disabling condition.
- Provide for the child's transportation to meetings.

- Provide the child with emotional support.

- Provide needed project materials.

- Help the child practice at home skills learned in 4-H.

- Chaperon a special 4-H trip or activity.

- Attend award and recognition programs.

- Tell other handicapped youth and their parents about 4-H.

Discuss with parents the ways that they can be involved and any concerns you may have about their child's condition. Be sure to keep communication lines open.

Volunteer and professional staff need to accept and learn to understand the parents of disabled youth just as they accept and learn to understand disabled youth. Parents may decide not to be actively involved in 4-H. Don't assume that they are not interested in 4-H or in their child. The parents may feel the need for their child to develop independence, to function socially without their protection and to develop a relationship with other adults and teens. 4-H may provide a valued time for parents and child to be apart. Respect the parents' wishes and try to enlist their support in other ways. Communicate with parents and work together.

## TRAINING TO PROGRAM TOGETHER

### Content of Training

Training volunteer and professional staff in programming with youth who have disabilities can be exciting and satisfying, using a variety of learning experiences and teaching methods. As the trainer, you need to assess the staff to be trained. What previous involvement have they had with handicapped youth? With other youth? What fears do they have? What are their attitudes toward handicapped persons? How familiar are they with the 4-H program? How secure do they feel around persons with handicaps?

Answers to these questions will determine the content of your training program. Whether you are training professional or volunteer staff, prepare them to train others.

There are three basic training components: Awareness and acceptance, methodology and support. Choose activities from each of the three categories for your training program. The components are interrelated. The first and most important goal, however, is to achieve awareness and acceptance of persons with disabilities. If this is achieved, methodology and support will follow easily. Do not proceed to the other two training components until awareness and acceptance are achieved.

Training Component 1 - Activities to Develop Awareness and Acceptance

- Plan a "hands on" experience with handicapped youth. Staff should visit a school, institution or agency and work with handicapped youth, not just observe them. Have the staff do this before the first training session.

- Discuss with the staff, their "hands on" experience and the feelings they now have toward handicappers.

- Do exercises from the awareness section of this workbook.

- Role play situations that could arise. Example: Teasing or name calling of a handicapper, a volunteer doing too much for the handicapped child, dealing with other people's attitudes and non-acceptance, recruiting others to become involved in programming with disabled youth.

- Discuss "specialty" information pertaining to certain disabling conditions. Example: What to do for a seizure, handling tantrums, lifting a physically disabled child, becoming familiar with wheelchairs and leg braces.

- Learn about various disabling conditions. In discussions of handicaps, remember to emphasize abilities and likenesses to other youth, not disabilities and individual differences.

- Use audio-visuals designed to create awareness of attitudes.

- Invite a handicapper to speak to the training participants. Discuss attitudinal barriers and what 4-H can do.

- Learn about public policy and disabled persons. Legislation does affect 4-H. Be sure you are familiar with the basic law.

- Inform the training participants about the handicapped youth they will work with. Remember, what people do not understand, they may distrust or fear. The awareness component should remove the leaders' fears so that they can work more effectively with handicapped youth.

- Discuss types of existing 4-H programs involving handicapped youth. Ask a leader or agent from another county to share his/her experiences with the training group.

- Return to the school, institution or agency and work again with the handicapped youth. Does the participant feel more confident on the second visit?

Training Component 2 - Activities to Teach Methodology

- Discuss delivery methods of the 4-H program, including traditional projects, special interest groups, TV and demonstrations.

- Learn ways to involve handicapped youth in 4-H programs, such as handicapped with non-handicapped youth in the same club, handicapped youth in institutional or school club. Discuss considerations of each type of involvement.

- Discuss project selection, completion requirements and awards. Changes probably will not be needed, but be sure that this item is discussed.

- Identify the adaptations that may be needed for completion of project tasks.

- Role play learning situations. Bake a cake blindfolded or with one arm and hand only; without speaking, teach someone to saw wood.

- Think of common projects or tasks, assign a disability to the participant, then ask him to complete that project or task. See how these tasks can be accomplished; don't dwell on the difficulty of the situation.

- Do a simple demonstration while assigned a disability, to prove that all youth can do a demonstration.

- Ask special education teachers, rehabilitation counselors, therapists (occupational, physical, music or recreation) or parents, to discuss teaching methods and techniques they use when working with handicapped persons.

- Learn recreational activities and games that include handicapped youth without singling him out.

- Talk about business meetings. If a 4-H club will be in an institution, discuss what the business meeting should include.

- Discuss the importance to the disabled youth of being a 4-H member and receiving the symbols of membership: A 4-H pin, membership card, club flag set.

- Discuss working with school staff, institution staff and parents.

- Write a sample club program plan for an institutional club and for a community 4-H group.

Training Component 3 - Activities that Provide Support

- Inform staff of available 4-H and Extension resources. Have copies of materials on hand for distribution or browsing.

- Review list of local contacts for information and support--agencies, schools and other youth organizations.

- Emphasize the importance of establishing financial support for 4-H clubs formed in special schools and institutions. Discuss possible financial resources.

- Take time to discuss items that concern participants in the training program.

- Discuss the volunteer staff's responsibilities to the program(s) established.

- Ask each volunteer to write a letter to himself or herself. Each person writes the action they plan to take as a result of the training and how they will accomplish their plan. The trainer then mails the letters to the staff about six months to a year later.

- Give continuing training and support to the staff when programs with handicapped youth are in progress. Support the staff with ideas, praise and materials.

Format of Training

Through a survey of 4-H involvement mentioned previously, selected county volunteer and professional staff ranked the training methods that were of most value to them:

Volunteer Staff Responses

1 - Workshops
2 - Idea sharing with volunteer staff
3 - Field study (observation of programs with handicappers)
4 - Films and other audio-visuals
5 - Written materials
6 - Discussion with handicapped persons
7 - Speaker presentations
8 - Panel discussions
9 - Newsletters

Professional Staff Responses

1 - Workshops
2 - Idea sharing with volunteer and professional staff
3 - Field study (observation of programs with handicappers)
4 - Discussions with handicapped persons
5 - Panel discussions
6 - Films and other audio-visuals
7 - Written materials
8 - Newsletters
9 - Speaker presentations

Formal training will require at least two sessions, but probably three, with one session for each training component. The best learning situation is a "hands on" experience, including involvement with handicapped youth before, in between and after the formal training sessions.

## Resources

Workshop leaders may wish to obtain a copy of Pennsylvania's leaders' guide, "Let's Look at 4-H and Handicapped Youth." This leaders' guide, listed in the section titled HELP, has a suggested training format, general information on disabling conditions and a listing of resources.

Volunteer 4-H staff can receive training at the national level through leader forums on youth with disabilities. Contact the National 4-H Council for dates and details.

Don't overlook the many valuable resources that can be found locally. Cooperate with other agencies, organizations, 4-H staff from other counties, persons with disabilities, schools and therapists. Utilize their experience and expertise. Many of the resources listed in the HELP section of this workbook will also be useful to you in preparing a training program.

PROJECT TOGETHER: Things to Know About 4-H and Disabled Youth

## Visually Impaired Youth

The sight of a visually impaired youth ranges from severely limited to totally absent. For legal purposes, blindness is defined as visual acuity of 20/200 or less in the better eye with compensating lenses; or a restriction of field of vision to 20 degrees or less in the better eye.

### Guiding a Blind Person

Everyone should learn to guide a blind person. Here are some suggestions:

1. Ask the person to take your arm. Show him where your elbow is by touching his arm with it. Never take his arm and propel him by the elbow.

2. Tell him when you come to steps and whether they go up or down.

3. In guiding someone to a chair, one method is to bring that person to a point where he touches the chair and knows which direction it faces. It will then be a simple matter for him to examine it with his hands, pull it out from a table if necessary and handle the situation in whatever way he prefers.

4. In entering an automobile, a blind person can engineer his own actions if he is told in which direction the vehicle is facing. One hand is placed on the door handle and the other on the top of the car. The situation is then familiar enough to suggest the whole picture to him. If he becomes confused, further information can be given, but only one person should give directions.

5. In taking someone into a building, tell him whether he is entering the front, side or back door.

6. When taking a blind person into a social gathering, have him sit on a sofa with other people, not in a lonely chair off in the corner.

7. Too much guiding can be detrimental to the person who can travel independently. He must keep in practice lest he lose the required alertness in independent travel.

8. Do not pet or talk to a guide dog when he is "on duty" or serving his master. Check with the dog's master before you pet the dog.

9. Be prepared for the blind person to make direct statements concerning any awkward situations which develop. Usually these will be in a humorous vein, which will indicate that he wants to put you at ease. Personal experience can be helpful in developing tact, good judgment and a sense of humor to handle situations which may occur.

### Visually Impaired Youth in a 4-H Group

When working with a visually handicapped youngster, remember that he/she is like any other youth of the same age except that he/she depends more on

hearing, touching, tasting and smelling. You should:

1. Use more verbal cues, as the visually impaired child may not notice gestures and facial expressions.

2. When approaching a blind person, state your name and let him know when you leave.

3. In a small group situation, ask each person to introduce himself, so that the visually impaired child can identify voices and positions.

4. Remove barriers to make walking easier.

5. Keep doors and cupboards fully open or closed.

6. Maintain a consistent room arrangement.

7. Seat the partially sighted child near the speaker or close to any visual action.

8. Position a demonstrator so that he is not standing with his back to a window.

9. Allow the child to handle the materials before or after a demonstration.

10. Tape record the meeting and project book information.

Allow sufficient time for learning project skills. Be sensitive to the amount of assistance needed. Remember, too much supervision is as harmful as too little.

Have a well-organized area. Work trays are especially helpful. Label items that are not easily recognized by size, shape or sound by using rubber bands, magnets or tape. Once organized, orient the 4-H'er to the work area and materials by using key points of reference. Before beginning the project, cover the work area with newspaper, waxed paper or a sheet to take care of spills and keep the area clean.

Now that you are ready to begin, keep instructions clear and precise. Allow the 4-H'er to have physical contact with the work surface or task. Encourage the child to use brailled instructions if available. If physical contact is needed to demonstrate a task, ask the child's permission to touch him/her.

<u>Sewing</u>

- Learn to use the sewing machine:

  The child must first learn to thread the sewing machine and needle, prepare the bobbin and set the seam gauge accurately. Review these tasks with the child until the skills have been mastered.

- Cut out patterns:

  It is helpful to use a heavier weight paper such as wrapping paper for pattern pieces. Or you can contact a commercial company that supplies patterns for visually impaired persons.

- Use a tape measure:

  A tactile tape measure may be purchased or one constructed by placing staples to mark each inch and two staples to mark every foot.

- Thread a needle:

  To thread a needle, poke the point of the needle into a piece of cork so that the needle is secure and erect. Place the thumb and finger of one hand near the eye of the needle as a guide. Using a wire needle threader pass it through the eye as far as possible. Draw the thread through the threader loop.

- Hem a garment:

  With a tape measure, measure the amount of material that has to be turned up. Measure and cut a strip of cardboard the same size. Use the cardboard as a gauge to turn up the hem. The raw edge of the hem should come to the top of the cardboard. Hold the hem in place and remove the cardboard. Use safety pins to secure the hem close to the fold. Continue around the hem until the starting point is reached again. Finish the raw edge if necessary. Pin hem close to the edge to be hemmed and hand stitch the hem.

Woodworking

- Hammer a nail:

  Shorten up on the handle of the hammer while tapping the nail into place. After the nail is placed, remove the guide finger and take fuller swings. Allow the hammer to bounce on the nail between strokes. Sound clues are adequate to tell when the nail is bending.

- Saw a board:

  Simplify in one of three ways--use a mitre box, use a saw guide (a narrow board held in place with C-clamps) or scratch a line in the board with a nail or other sharp object.

- What to teach:

  In addition to traditional woodworking projects, you could also teach the 4-H'er simple home repairs such as changing light bulbs, replacing broken window panes and faucet washers.

Cooking

- Pour liquids:

  Set the glass on the table and hold it between the thumb and third finger. Curl the index finger over the top of the glass, rest the pouring spout on the glass and pour until liquid reaches the finger.

- Dial control:

  Mark critical settings with drops of white glue or small pieces of tape. Use a timer to know when things are done.

- Teach and follow these safety rules in the kitchen:

  1. Use the back of the hand against the front surface of counters and appliances for guiding oneself. Never use the hand on the top surface because of the danger in encountering a hot burner, hot pan or sharp knife.

  2. Always place the pan on the burner and center it before starting the heat.

  3. Never, under any circumstances, leave a gas burner lit if the pan has been removed. Remember that the burner will remain hot for some time after it is turned off.

  4 Never place a pan handle directly to the front where it may be accidentally hit or pushed off the stove. Place the handle toward the outside edge, slanted toward the back of the range so that it will protrude over the edge of the stove as little as possible or not at all. In some situations, pan handles can be turned inward, provided this does not interfere with another burner or pan.

  5. Always light the burners, especially gas burners, from a normal standing position. If a person with residual vision cannot see the flame from this position, he must use a touch method. Exceptions must be made here for persons in wheelchairs.

  6. Never leave a hot pan in the sink. Cool it immediately with cold water.

  7. When carrying a hot pan across the room, use one oven mitt on the carrying hand and another oven mitt on the free hand. The free hand should be held in front of the pan like a "bumper" and used as a guide if necessary. No portion of the hot pan should be exposed enough to touch any person who might be in the path. This rule applies to partially sighted individuals as well.

  8. When carrying a sharp knife, it should be carried by the handle, in a vertical position, blade down. The handle should be held loosely by the thumb and fingertips, never grasped in a tight fist. The non-carrying hand should be used in front of the knife as a "bumper" guard. Smaller knives can be carried by the blade in a closed fist position. If the other hand, the "bumper" is for some reason not free, the wrist of the carrying hand should lead.

  9. Never leave a sharp knife in the sink. Wash and dry it immediately and put it away. Sharp knives should be kept separately from other utensils and regular flatware. Sharp knives should not be kept loose, as in a drawer, where finding them could be dangerous.

## Hearing Impaired Youth

### Communicating

When working with hearing impaired persons, communication is the challenge. The deaf child usually is eager to communicate and knows his best ways to succeed at it. You, as the hearing partner, should accept the choice of the deaf person.

True deafness is defined as a hearing loss in both ears severe enough to prevent effective communication by sound alone, even with amplification. Hearing losses can vary from mild, when the child has difficulty hearing faint or distant speech, to severe, when the child only feels vibrations. Here are a few useful facts:

- Ninety-five percent of school age deaf children are prelingually deaf--they became deaf before learning speech. Few persons prelingually deafened develop speech that can be understood in most social situations. Imagine the difficulty you would have learning to speak a foreign language while unable to hear others or to monitor your voice!

- Deaf persons understand only about 26% of what is said by lip reading. Many bright deaf children understand less than 5%. So it is unrealistic to rely solely on this mode of instruction and communication with the deaf child.

- Thirty percent of the deaf children are functionally illiterate. The average gain in reading from age 10 to 16 years is less than a year. Thus, communication by reading and writing can be of limited use for many deaf persons.

- Most profoundly deaf children and adults cannot understand speech, even with the aid of a hearing device.

What is the best method of communication for deaf persons? There is increasing support for total communication, where fingerspelling and sign language are used along with speech and lip reading and writing. Most deaf youth are able to communicate fluently with deaf peers and hearing persons who know manual communication--sign language and fingerspelling. 4-H groups that include deaf children should plan to learn fingerspelling and some basic signs, if that is the method of communication preferred by the deaf youth.

### Hearing Impaired Youth in 4-H

Including the deaf child in your club is not a difficult task. Some adaptations that will facilitate the participation of hearing impaired children are:

1. Use visual clues as much as possible--signs, posters and maps.

2. Use an easel at meetings and write business items on it. Also have a pad and pencil at project meetings.

3. If necessary, select project books and materials that have simple reading levels and many pictures. Expanded Food and Nutrition Education Program materials work well.

4. Seat the hearing impaired child facing the speaker.

5. Demonstrate what is to be done and let the child imitate what you've done.

6. Use simple words and learn sign language for key words in the project.

7. Have someone in the club, preferably young people, learn some sign language and fingerspelling.

8. Know how to get the attention of deaf children in a group situation. Some attention-getting actions are blinking the room lights or hitting the table with your hand if the group is seated around a table. Don't drum the table with your fingers needlessly. That can be distracting.

Remember, any project can be taught to a hearing impaired child if the visual aspects of the task can be emphasized. Use films, video tapes, pictures to assist in communicating. Mutual respect will enable you and the child to share words and meanings with each other.

## Mentally Retarded Youth

Mental retardation is a condition that causes a person to develop mentally at a slower than average rate. This can result in problems of learning, independence, social adjustment and economic productivity. Mental retardation is a condition, not a disease. There are widely differing degrees of disability. There also is no cure, but through special training, education, community action and support, mentally retarded people can be helped to realize their individual capacity. Mentally retarded individuals have the same feelings and emotions as others. They need the opportunity to lead lives as close to normal as their condition allows.

When working with mentally retarded youth in your club, keep these suggestions in mind:

1. Focus on one task at a time.

2. Demonstrate each step of a task. Give simple instructions and be sure that the 4-H'er understands.

3. Encourage the child and allow plenty of time to practice newly learned skills.

4. Repeat directions and practice as many times as necessary.

5. Emphasize good personal habits.

6. Develop a regular routine for meetings.

7. Let the mentally retarded child help others.

8. Encourage conversation.

9. Teach the mentally retarded child patience in sharing and taking turns.

Here are some considerations for specific projects.

Sewing

- If the child has trouble using scissors to cut material, practice by snipping off bits of coiled clay. Then try paper. Once these two are mastered, move to cutting material with good scissors.

- Mark cutting lines on the pattern and mark a red (X) on the pattern for placing pins.

- Mark seam line with a pencil. Have the child hand baste the seams together with long running stitches.

- Teach the child to recognize a sewing mistake and the reason for correcting it.

Stitchery

- Use a needle with a long eye which is easier to thread.

- Choose loosely woven fabrics.

- Use small pieces of fabric; they are easy to handle and fill up quickly. This means immediate success.

- Teach the running stitch, chain stitch, buttonhole stitch and couching stitch.

- Repetition is necessary, but variation is important.

Foods

- Color coded pictures of recipe directions and color coded measuring spoons and cups are especially helpful for the retarded child.

- Depending on the child's reading and comprehension abilities, EFNEP materials may be helpful.

- When teaching how to measure liquids, use colored water. It makes the readings easier.

Crafts

- Some hand work may need to be demonstrated by standing behind the child and letting his/her hands rest on yours as you demonstrate the task. Or turn your back to the child and hold your hands in the air to demonstrate. These techniques do away with "mirror image."

- Some craft ideas are:

  Butterfly prints. Fold paper in half and crease. Open and drop finger paint close to the fold. Fold again. On dry side, swirl fingernail from the fold line out to the edges.

  Painting gadgets. If a brush is too difficult for the child to handle as he applies paint to the gadgets, use cottonballs.

finger painting
papier-mache
seed pictures
wire sculpture
weaving
mobiles

## Physically Disabled Youth

Physical disabilities can result from disease or illness, accident or birth defect and can affect almost any part of the body. Thus, different adaptations may be necessary, depending on the activity and the physical disability. Your best guide to specific adaptations for a physically disabled youth is advice from the child, parents, teacher, occupational or physical therapist.

Consider these general guidelines when a physically disabled youth joins your group:

- Be sure that your meeting place is accessible and remove barriers in the meeting room.
- Provide open spaces for wheelchairs and crutches.
- Keep activities on one physical plane.
- Try to include recreation types of exercise in activities.
- Ask the child's advice as to the best method for him to accomplish a specific task.
- Don't assume that a physically disabled youth has mental impairments.

Some examples of adaptations you can make as you teach food project skills to a physically disabled child are:

Food

- Select kitchen tools with handles which do not conduct heat.
- Select utensils with large, easy to grip handles.
- Keep items organized in the kitchen to reduce steps.
- When cutting meats or vegetables, use a bread board with two stainless steel nails to stabilize the food.
- Conserve energy by sitting while cooking.

Remember to concentrate on what the child can do and give assistance only when needed. Patient and supportive, you can be an important factor in helping the child overcome the disability.

## HAPPENINGS TOGETHER: Existing 4-H Programs

You are not alone in programming with youth who have disabilities. This section gives a brief description of the variety of current or recent 4-H programs throughout the country involving handicapped youth. The county programs presented here were identified by Patricia A. Krall, national 4-H intern, through questionnaires, personal interviews and newspaper articles. Many of the statewide programs were identified by Wendy Brock, county Extension 4-H agent in New York State, as part of her master's thesis.

### California

The San Diego 4-H STEPS Program is set up to work, as far as possible, with handicapped youth on a one to one basis. The goal is to find a common interest that will motivate a learning experience. Activities in gardening, animals, photography and community socialization have proven successful in providing areas of common interest for handicapped and non-handicapped participants. The program uses the school system, area volunteers, local club volunteers and teen leaders. Training programs are conducted for adult and teen volunteers to insure their understanding of the STEPS program.

### Colorado

In Weld County, handicapped youth are involved in different ways--in the same 4-H club with non-handicapped youth, alone in a school/institution club and in a special summer youth program. Approximately 50 youth aged 8-19 years participate. The county cooperates with the Association for Retarded Citizens and the City Recreation Department. Projects include foods and nutrition, gardening, woodworking and clothing. The handicapped youth have been included in camps, trips and tours, demonstrations and fairs.

Recently, Colorado has undertaken a major program of mainstreaming through staff and volunteer training and a newsletter to exchange ideas.

A set of puppets, "The Kids on the Block," purchased with help from a 4-H dance-a-thon, helps people face their attitudes toward persons with disabilities.

### Georgia

Jackson County has involved mentally retarded youth from a day care center. Activities of the 4-H club include teaching life skills and a weekend camping program. Teen leaders are from the Sunshine Brigade, a citizenship program sponsored by The Coca-Cola Company. The teens receive an orientation to the mentally retarded youth, their actions and how to handle situations that might arise. Information about the 4-H activities at the day care center is mailed to parents.

### Indiana

Elkhart County has a strong 4-H program serving about 60 mentally retarded persons aged 20 to 70 years. It is a joint effort of 4-H and the Association for the Disabled of Elkhart County. Projects include--foods and nutrition, gardening, health and physical fitness, home management, clothing, safety and good grooming. Project materials for younger children have been adapted for mentally retarded adults. The disabled adults participate in club business meetings, recreation, trips, demonstrations, judging activities and the county fair. The same standards exist at the fair for the disabled adults as for any other 4-H'er.

## Iowa

In Howard County, 29 mentally retarded youth are involved in 4-H programs. There are handicapped with non-handicapped youth in the same club, handicapped youth alone in a 4-H club and handicapped youth in a school/institutional club. Two adult and four teen leaders work with the handicapped youth on projects which include--foods and nutrition, gardening, health and physical fitness, arts and crafts, woodworking, conservation, pets, safety, good grooming, bicycle and music. Materials are kept simple and teens work with the youth in a one to one or one to two ratio. Activities are club business meetings, recreation, county fair, day and overnight camping, trips, demonstrations, 4-H carnival, road clean-up and junior fun day. At events such as the road clean-up and fun day, the handicapped 4-H'er has a 4-H buddy so that he does not become confused or frightened. Parents involved as leaders, provide transportation and emotional support, tell other youth about 4-H and attend awareness programs.

## Louisiana

At the State School for the Blind a teacher serves as 4-H leader and the 4-H agent meets with the club once a month to reinforce 4-H objectives. The club concentrates on handicraft projects so that they can participate in the county fair. Teen leaders conduct small group workshops in bread, sewing and gardening.

## Maryland

In Frederick County, handicapped youth are involved in clubs with non-handicapped youth in clubs at the Maryland School for the Deaf and in special interest groups. Of the handicapped youth in 4-H programs, approximately 190 are deaf, 25 mentally retarded and 20 physically disabled. Several of the 25 adult and 15 teen leaders working with handicapped youth are deaf. Leaders are recruited through letters to the parents of children interested in joining 4-H, Parent-Teacher Associations, local service groups and individual contacts. Projects include--foods and nutrition, gardening, health, arts and crafts, home management, woodworking, nature, clothing, safety, good grooming, horse and pony, child care, embryology, babysitting and dairy adventure. Existing 4-H project materials have been adapted for use by these youth. Members participate in club business meetings, recreation, the county fair, trips, demonstrations, fashion show and achievement night programs. Funds to conduct the program are obtained from the PTA and the Welcome Wagon Club.

In Washington County, 92 deaf youth are involved with non-handicapped youth in 4-H community clubs and in a 4-H school group. There are 14 adult and two teen leaders working with these 4-H clubs. Projects include--foods and nutrition, health and physical fitness, arts and crafts, home management, woodworking, clothing, good grooming and Mulligan Stew. The youth participate in club business meetings, club recreation, the county fair, demonstrations and 4-H roller skating parties. They also participate and compete in county activities like any other 4-H'er.

## Michigan

Building on experiences with horseback riding for handicappers and a variety of other programs, Michigan has undertaken a statewide program of mainstreaming handicappers into 4-H as members and leaders. Pilot counties have been selected and personnel assigned at state and county levels.

Over 200 mentally retarded, blind, deaf, emotionally disturbed or physically disabled youth are involved in 4-H in Macomb County through the school system. An additional 25 are involved with non-handicapped youth in 4-H clubs. There are 25 adult leaders working with these handicapped youth. The program starts with handicapped youth in school 4-H groups and progressively involves them in traditional 4-H clubs. The county has excellent guidelines to get new groups started within a school system. 4-H projects have included foods, horticulture, forestry, square dancing, ceramics, embroidery, sand art, woodworking, photography and basic conservation. Community and social interaction skills are developed through business meetings.

Minnesota

Minnesota has developed a 4-H Resource Box for teachers of special education units in the school system. Each unit revolves around discovering 4-H in the classroom, with the objective of having each child experience a sense of accomplishment through constructive projects geared to individual needs and interests. Each classroom develops into a club, which meets weekly with its own officers. They conduct regular business meetings and special activities. Near the end of the school year, classroom fairs focus attention on the young people and their projects. Awards and recognition are given for project work completed.

Nevada

Nevada has a 4-H health project, Removing Barriers, for 4-H members to learn about persons with disabilities, obstacles they may face and ways to remove those obstacles.

Ohio

There are 118 mentally retarded and physically disabled youth involved in 4-H in Lucas County. Youth have been recruited for 4-H through their teachers. Ten volunteer leaders work with these 4-H'ers on a variety of projects--foods and nutrition, mini-gardening, vegetable gardening, conservation, nature and dogs. The youth also participate in club business meetings, recreation, judging activities and regional and state events.

Pennsylvania

Beginning with a service project by a 4-H horse club, Butler County now has a club of 80 mentally retarded, blind, deaf, physically disabled and emotionally disturbed youth. They are bused to the leader's farm every other Saturday for work in 4-H horsemanship and nutrition. Other projects have featured arts and crafts, pet care, safety and good grooming. Club activities include business meetings, recreation, club roundup, county fair, trips, demonstrations and a boating trip at a local state park. The club simplified some existing 4-H materials and currently is working on a project book, the ABC's of snack foods.

In Cumberland County, over 150 handicapped youth, 100 of whom are physically disabled, are involved in 4-H. Some participate in the same 4-H clubs with non-handicapped youth, while other are in 4-H through special schools. Efforts are made to involve special education classes in the 4-H Career Program and in Mulligan Stew. The youth take part in business meetings, recreation, the county fair, day camping and demonstrations.

Nearly 50 mentally retarded, deaf, emotionally disturbed and physically disabled youth are involved in programs in Lackawanna County. To reach these youth, the 4-H office worked with the Scranton State School for the Deaf, Easter Seal Committee and the Keystone Rehabilitation Center for the Mentally Retarded. Instead of traditional 4-H project books, short term projects and activities of one to three weeks are used. Project activities have included foods and nutrition, gardening, arts and crafts, home management, clothing and good grooming.

Texas

Through the Grayson County Mental Health and Retardation Center and the Dennison school system, mentally retarded youth have become involved in 4-H club programs. The 4-H'ers have done project work in foods, career education, personality development, management skills, arts and crafts, woodworking, pets, clothing and fire safety. The handicapped youth are judged at the project show with non-handicapped 4-H'ers and the judges are not aware that the youth have disabilities.

Utah

Through the Cooperative Extension Project for the Handicapped, Extension serves as a network for information and services to handicapped persons and their families. 4-H, family and community programs reach all ages and interests through a variety of delivery modes.

Vermont

A regional training center for handicapped youth has been actively in 4-H programming. Because of problems in getting the handicapped youth into clubs with non-handicapped youth, the center practices reverse mainstreaming, involving non-handicapped youth in 4-H groups at the training center.

Virginia

Loudoun County Riding for Handicappers serves youth with the help of an instructor trained at the Cheff Center in Michigan. Many 4-H teen leaders, adult leaders, parents and community service club members volunteer their time to serve as side-walkers for handicapped youth. Materials and guidelines for the program are based on standards set up by the North American Riding for the Handicapped Association and Michigan State Riding for Handicappers materials.

Washington

A 4-H club started in the fall of 1960, at a state institution in Pierce County, for the mentally retarded is part of the Special Education Vo-Ag Program. About 30 youth are involved each year. Dairy is the primary project of the club. Other projects the members have taken include gardening, arts and crafts, pet care, horse and pony, beef, poultry and swine. Members complete project record books and participate in showmanship and fitting contests at the county fair.

King County is the home of the Little Bits, a riding for the handicapped 4-H program. The 4-H'ers were recruited with help from schools, parents and newspapers. They participate in club business meetings, county fair, overnight camping and complete project record books. The Little Bits paid for an instructor to be trained at the Cheff Center in Michigan.

## Wisconsin

Wisconsin converted a traditional babysitting course into a six session training program on becoming a companion for handicapped youth on a short term basis. This allowed the parents an evening to themselves. The program is directed by a committee of parents of children with different disabilities. Sitters are trained to stay with youth who are mentally retarded, physically disabled, hearing impaired and visually impaired. The program has proven to be a good approach to increasing awareness of the needs of handicapped youth and their families.

## HELP FROM ALMOST EVERYWHERE

Many excellent printed materials, audio-visuals and people are readily available to professional staff, volunteer staff and other interested persons.

Specialists may find all of the materials listed here useful. Items marked with asterisks (*) form a beginner's basic reference list. Through materials listed here, you will keep learning of others. Your local bookstore may also have new publications. Begin NOW to accumulate reference materials.

Prices and availability of materials were checked in 1981, but they do change!

### Of General Interest

American Alliance for Health, Physical Education,
Recreation and Dance
1900 Association Drive
Reston, VA 22091

Catalogue of publications and audio-visuals list materials on adapted physical education, camping, outdoor education, aquatics and more.

American Coalition of Citizens with Disabilities
1200 15th Street, N.W. Room 201
Washington, D.C. 20005

Provides information on legislation, consumer affairs and coalition development. Ask for publications list. Two outstanding books by former ACCD Director Frank Bowe, Handicapping America and Rehabilitating America, were published by Harper & Rowe.

Architectural and Transportation Barriers
Compliance Board
330 C Street, S.W.
Washington, D.C. 20202

Request publications list.

Boy Scouts of America
National Office
1325 Walnut Hill Lane
Irving, TX 75062-1296

Publications include "Scouting for the Deaf," "Scouting for the Visually Handicapped," "Scouting for the Mentally Retarded," "Scouting for the Physically Handicapped " and "Scouting for the Emotionally Disturbed."

* Closer Look
Box 1492
Washington, D.C. 20013

Information and referral service. Publications include: "Taking Charge of Your Life: A Guide to Independence for Teens with Physical Disabilitiies " and "Steps to Independence for People with Learning Disabilities."

Cooperative Extension Project for the Handicapped
Utah State University
Exceptional Child Center, UMC 68
Logan, UT 84322

"Involving the Handicapped in 4-H" (25¢), "Cooperative Extension Project for the Handicapped -- Administrative and Organizational Manual" (25¢) and more. Ask for list.

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, VA 22091

C.E.C. serves as a clearinghouse for educational information related to handicapped youth. Write for publications list.

Girl Scouts of the U.S.A.
National Equipment Service
830 Third Avenue
New York, NY 10022

"Serving Girls with Special Needs," six reprints from Girl Scout Leader (catalog #26-208-010), $4.25 for package of ten.

Also 1981 revision of "Worlds to Explore: Brownie and Junior Leader's Guide" has section on working with girls with disabilities (catalog #20-702), $2.25.

Hawkins and Associates, Inc.
729 Delaware Avenue, S.W.
Washington, D.C. 20024

Request catalog of publications and films related to special education, rehabilitation, career education and leisure.

* Human Policy Press
P.O. Box 127
Syracuse, NY 13210

Thought provoking, useful materials such as the book, "What's the Difference," teaching positive attitudes (HPP-11), $6.00; slide set "Handicapism" (HPP-7), $55.00; poster, "Label Jars Not People" (P-5), $2.00 (plus postage and handling).

The Junior League of Spartanburg, Inc.
P.O. Box 2881
Spartanburg, SC 29304

"The Cooking Kit" - 125 page cookbook with picture recipes, simplified ways to teach cooking, safety, nutrition. Written on level of second grade and below; even non-readers can use recipes ($9.95 plus $1.30 per set for handling).

Mainstream, Inc.
1200 15th Street, N.W.
Washington, D.C. 20005

Counsels consumers, business, government and school systems on barrier removal, affirmative action and attitude change; publishes "In the Mainstream" (bi-monthly, free)

March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

Pamphlets, booklets and audio-visual materials on prenatal care and prevention and treatment of birth defects. Request resource catalog.

Michigan State University
Cooperative Extension Service
Department of Animal Husbandry
102 Anthony Hall
East Lansing, MI 48824

Ask for packet on the pioneering program, Michigan 4-H Horseback Riding for Handicappers.

National Access Center
1419 27th Street, N.W.
Washington, DC 20007

$10 enrollment entitles to receive monthly newsletter "Access" and other publications at following rates:

"Fashion Design" ($1), "Let Your Camera Do The Seeing: The World's First Photography Manual for the Legally Blind" ($5) etc.

National Center for a Barrier Free Environment
1140 Connecticut Avenue, N.W. Suite 1006
Washington, D.C. 20036

For $25 per year individual members receive bi-monthly "Report" and "Access Information Bulletins" with architectural designs. Also publishes "Tools for Accessibility: A Selected List of Resources for Barrier Free Design."

The National Committee,
Arts for the Handicapped
1825 Connecticut Avenue, N.W. Suite 418
Washington, D.C. 20009

Affiliated with the John F. Kennedy Center for the Performing Arts, NCAH coordinates development and implementation of programs, including Very Special Arts Festivals around the country.

* National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612

Literature for parents, professionals and the general public. Some publications free on request with self-addressed, stamped, business-sized envelope: "Points to Remember ... When You Meet a Person Who Has a Disability" (A-208): "When You See in Your School a New Student Who Has a Physical Disability" (YES-12); "So You're Out on a Limb" (PR-34), "Publications Catalog" (A-226).

Other publications of interest: "Let's Play Games," (E-60), $1.75 plus 75¢ postage and handling; "Disabling Myths about Disability," (A-207), 75¢ plus 25¢ postage and handling; "Self-Help Clothing for Children Who Have Physical Disabilities," (E-32), $2.00 plus $1.25 postage and handling and more.

North American Riding for the Handicapped
Association, Inc. (NARHA)
P.O. Box 100
Ashburn, VA 22011

Ask for list of publications.

Office for Maternal and Child Health
Health Services Administration
Department of Health and Human Services
Rockville, MD 20857

Request Publication No. (HSA) 77-5290, "A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities." Single copy free.

Ohio State University
State 4-H Office
Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210

"Mrs. G. Arden's Green Scene" explains in words and pictures how to plant a simple garden.

"Opportunity Series - Foods" - Thirty lessons in basic food preparation, well done! Leader and member sheets for every lesson. Directions given with words and pictures. Teaching activities and games included.

Both projects could be used with youth who do not read well.

* Pennsylvania State University
4-H Youth Programs
405 Agricultural Administration Building
University Park, PA 16802

"Let's Look at 4-H and Handicapped Youth" (approximately $3.00) and "Recreation and Handicapped Youth" (about $1.00) are for County Extension Agents, volunteer adult and teen leaders to grow in ability to relate comfortably to handicapped youth, reach handicapped youth effectively and train other agents and leaders. Include information about handicapping conditions, program ideas and annotated resource lists.

People to People
Committee for the Handicapped
Vanguard Building, 6th Floor
1111 20th Street, N.W.
Washington, DC 20210

"Directory of Organizations Interested in the Handicapped," special price $2 if you identify yourself as 4-H working with handicapped youth.

* President's Committee on Employment of
the Handicapped
Washington, DC 20210

Materials on barriers, rehabilitation and employment opportunities. Two excellent publications developed at land-grant universities: "Rehabilitation for Independent Living: A selected Bibliography, 1980" describes 204 publications (no cost); "Clothing for Handicapped People: An Annotated Bibliography and Resource List."

Regional Rehabilitation Research Institute
George Washington University
1828 L Street, N.W. Suite 704
Washington, DC 20036

Barrier Awareness Series includes 12 booklets, 80¢ each; "Barrier Awareness: Attitudes Toward People with Disabilities," $4.50. Also materials on sexuality and other subjects.

Scholastic's "Feeling Free"
904 Sylvan Avenue
Englewood, NJ 07632

Films, classroom readings, activities and discussion materials to make mainstreaming work.

U.S. Department of Education
Special Education Programs & Rehabilitative Services
Clearinghouse on the Handicapped
Switzer Building, Room 3106
400 Maryland Avenue, S.E.
Washington, DC 20202

Request list of publications.

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section
Washington, DC 20530

Materials related to Section 504 and its enforcement. Ask for list of publications.

University of Illinois
Agricultural Publications Office
123 Mumford Hall
1301 West Gregory Drive
Urbana, IL 61801

"Providing Community Recreational Opportunities for the Disabled," by J. Kelly and F. Bushnell (Circular 1093).

University of Missouri
Cooperative Extension Service
206 Whitten Hall
Columbia, MO 65201

Annotated bibliography of rehabilitation materials, "Home Economics Rehabilitation," by Yost, Schroeder and Rainey (MP509). Single copy free, additional copies $1.50 each with payment or purchase order.

* YMCA of the USA
Program Resources
6400 Shafer Court
Rosemont, IL 60018

Three"Mainstreaming" manuals for training volunteers and professionals: Book 1, Personal Values; Book 2, A Guide to Developing a Program; Book 3, Your Personal Guide. ($5.00 for set of three).

## Visually Impaired Youth

Agricultural Extension Service
475 Coffey Hall
University of Minnesota
St. Paul, MN 55108

Request list of "4-H Materials in Braille" with prices.

* American Foundation for the Blind
15 West 16th Street
New York, NY 10011

The Foundation serves as a clearinghouse for information about blindness and maintains a lending library. One of the new publications is a text, "Recreation Programming for Visually Impaired Children and Youth." Request Catalog of Publications, which includes a rich variety of free and priced publications.

Guild for the Blind
180 North Michigan Avenue, #1720
Chicago, IL 60601

Request list of publications in braille, large print and on cassette. Subjects include cookbooks, bread making, plant care, sewing, latch hooking and macrame. Individual requests accepted for job related manuals in braille, large print or cassette. Free cassette lending library.

* Library of Congress
National Library Services for the Blind
and Physically Handicapped
1291 Taylor Street, N.W.
Washington, DC 20542

This division selects, produces, and distributes braille, large-type and talking books to cooperating libraries, provides reference and information services on blindness and physical handicaps, and trains and coordinates volunteer activities related to the production of books in braille and recorded form. Contact Mrs. Freddie Peaco for information on having 4-H materials produced in braille or on tape.

Reference Center for Visually Handicapped Children
American Printing House for the Blind
Box 6085
Louisville, KY 40206

Free publications" "Creative Arts and Crafts" by Sykes et al., "Guide to Social Competency," by Davidow. Moderately priced publications include "Handbook for Teachers of the Visually Handicapped" by Napier et al.

Touch Toys
P.O. Box 2224
Rockville, MD 20852

Touch Toys and pictures have veen designed for visually impaired and mentally handicapped youth. Instructions for making about 100 items ($3.00, plus 65¢ postage and handling).

Volunteers Service for the Blind
919 Walnut Street, 3rd Floor
Philadelphia, PA 19107

"Easy Ways to Delicious Meals," a Campbell cookbook, in large type or braille.

## Hearing Impaired Youth

* Gallaudet College Press
Distribution Office
Kendall Green
Washington, DC 20002

Catalog of Publications lists written and audio-visual materials on deafness, communications and other subjects for deaf persons, parents, teachers and others.

I Hear Your Hand, Inc.
6025 Springhill Drive
Greenbelt, MD 20770

Request list of audio-visuals for deaf awareness.

International Association of Parents of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Offers a listing of sign language books, children's books and game books. Subscription to bi-monthly newsletter available.

* National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

A catalog of pamphlets and publications on deafness and sign language is available.

National Grange
1616 H Street, N.W.
Washington, D.C. 20006

The Grange publishes songbooks, "Lift Up Your Hands," Volumes 1 & 2 for deaf and hearing persons. Includes the signs to many familiar songs ($2.00 each).

## Mentally Retarded Youth

* Association for Retarded Citizens of the United States
2501 Avenue J
P.O. Box 6109
Arlington, TX 76011

Request listing of publications. Subscription to bi-monthly newsletter is available.

The President's Committee on Mental Retardation
Washington, DC 20201

Request listing of materials and resources.

Research and Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, TX 79409

Request catalog, "Information and Resource Materials."

* Special Olympics, Inc.
1701 K Street, N.W., Suite 203
Washington, D.C. 20006

Write for information on Special Olympics. It offers a good way for 4-H'ers to become involved.

Other resources to look for in the library:

Carlson, B., and Gingland, D., "Play Activities for the Retarded Child." Nashville, Tennessee: Abingdon Press, 1961.

Hollander, Cornelia H., "Creative Opportunities for the Retarded Child at Home and at School." Doubleday & Company, 1971.

Kahan, Ellen House, "Cooking Activities for the Retarded Child." Abingdon Press, 1974.

## Physically Disabled Youth

Campbell Soup Company

"Mealtime Manual for People with Disabilities and the Aging" gives practical ideas for food preparation, shopping, entertaining, managing alone. $3.25. Order from:

Mealtime Manual
Box 38
Ronks, PA 17572

For slide program based on "Mealtime Manual," write:

Campbell Soup Company
Consumer Communications Services
Campbell Place
Camden, NJ 08101

Muscular Dystrophy Association, Inc.
810 Seventh Avenue
New York, NY 10019

Programs include education of those with dystrophy and the general public. Literature on neuromuscular diseases is available.

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017

Request publications list.

North Carolina State University
Publication Department
318 Ricks Hall
Raleigh, NC 27607

"Physically Handicapped," by E. Hinshaw and D. Barrier - Aids to self-help in homemaking, grooming and clothing. (HE137). 50¢ prepaid.

* United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, NY 10016

Services for teenagers with cerebral palsy and other disabilities are a program priority with UCP. Free materials include: "Linkage with 4-H Clubs," a guide for UCP affiliates in developing joint activities; "Concerned Youth for Cerebral Palsy Action Guide," activities suited to youth volunteers; "Four Letter Words in the Dictionary of the Disabled," words to avoid in referring to people who are handicapped. "Do's and Don'ts for Prospective Mothers" and "Children Don't Have to Have Measles" are available in English and Spanish.

Cartoon booklet, "What Everyone Should Know about Cerebral Palsy," is 12¢.

"For This Respite, Much Thanks," guide for providing temporary care for handicapped persons, giving their families a break. $3.00.

"Materials List" includes other printed and audio-visual materials.

Iowa State University
Cooperative Extension Service
Textiles and Clothing
153 LeBaron Hall
Ames, IA 50010

"Clothes to Fit Your Needs," by J. Yep -- clothing in the wardrobe of the physically disabled. 30¢.

Slide/tape sets available for cost of reproduction: "Clothing and the Aging Process," "Clothing For the Physically Limited," "A Fashion Approach with the Mobility Impaired," "Easy Ways to Adapt Ready to Wear" (in four parts, shirts and blouses, skirts and pants, sweaters and vests and jackets).

University of Minnesota
Agricultural Extension Service
475 Coffey Hall
St. Paul, MN 55108

Request information on "Helping Handicapped Homemakers" films and brochures.

University of Nebraska - Lincoln
Extension Service
College of Home Economics
Lincoln, NE 68583

Request "Homemaking Unlimited Series," by A. Burton and V. Trotter, 10¢ each pamphlet or $1.00 a set.